DOCUMENT RESUME

ED 134 369 RC 009 639

AUTHOR Dreier, William H.
TITLE Preparing Educators in USOE Region VII for Rural and Non-urban Schools.
PUB DATE 24 Oct 76
NOTE 22p.; Paper presented at the 1976 National Conference on Rural/Regional Educational Programs (Albany, New York, October 24-27, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Education Courses; Laboratory Schools; Periodicals; Questionnaires; *Rural Education; *Rural Schools; Schools of Education; *Special Programs; Student Enrollment; *Teacher Education; Urban Education

ABSTRACT

A survey of the accredited teacher education centers in the Region VII states of Iowa, Kansas, Missouri, and Nebraska was conducted to answer four questions: (1) What attention has been given to the preparation of educators for the rural and non-urban schools in recent times? (2) Where are the colleges and universities located which are preparing future teachers? (3) Are the present Laboratory Schools experimenting with curricula, teaching materials, and teaching methods, located in rural, non-urban, or in metropolitan places? and (4) What kinds of special programs are available from AACTE member colleges for educators who wish to work in non-urban or urban schools? The survey revealed that: 41% of the 92 AACTE member institutions in these 4 states were located in cities of 50,000 or more people; about 1 out of 7 were in rural non-farm places of less than 2,500; 45% of the NCA (North Central Association of Schools) accredited high schools were located in a rural area and in towns of under 5,000; 4 institutions had a required course or program to prepare teachers for working in the rural areas and small towns while 7 had a required course or program in Urban Education; and 3 had a graduate program for rural areas. The appendices include a listing of specific electives, required courses, or programs to prepare teachers for urban areas and for rural areas, and the letter-questionnaire used in the survey. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134369

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PREPARING EDUCATORS IN USOE REGION VII FOR RURAL AND NON-URBAN SCHOOLS

by

William H. Dreier

Professor of Education

UNIVERSITY OF NORTHERN IOWA

Cedar Falls 50613

Prepared for the 1976 National Conference on RURAL/REGIONAL EDUCATIONAL PROGRAMS, October 24 - 27, 1976, Hyatt House, Albany, New York.

RC009639

Preparing Educators in USOE Region VII for Rural and Non-Urban Schools

William H. Dreier*

What attention has been given to the preparation of educators for the rural and non-urban schools in recent times, say since 1966? Where are the colleges and universities located which are preparing teachers for non-urban areas? Are the present Laboratory Schools experimenting with curricula, teaching materials, and teaching methods, located in rural, non-urban or in metropolitan places? What kinds of special programs are available from AACTE member colleges for educators who wish to work in non-urban or in urban schools? An answer to each of these four questions follows in this brief paper.

What attention has been given to the preparation of educators for the rural and non-urban schools in recent times?

Two professional journals from which one would expect to find articles about programs preparing teachers for the rural and non-urban areas are the Journal for Teacher Education, published quarterly and the Rural/Regional Education News, printed bimonthly. The last forty-two issues of the Journal were briefly examined. They dated from Summer, 1976, back to Spring of 1966. In that span of time only one article was found with the word "rural" in the title. However, a scanning of the contents in the last ten issues revealed three other articles with a non-urban concern. Pankratz wrote "Teacher Education Today: Case for the Rural Minority" in the summer 1975 issue and did just that, he made a case.[1] (The same issue had an article by Tanner, "Teacher for Urban Education"[2] and two years earlier Berger asked "Why Not Specialize

* Professor of Education, University of Northern Iowa, Cedar Falls, 50613.
Paper prepared for the Rural/Regional Education Association annual conference, October 24-27, 1976, Albany, New York.

in Suburban Education?"[3])

The fall issue, 1974 included an interview with three members of the Study Commission on Undergraduate Education and the Education of Teachers at the University of Nebraska. In the article "Community-Based Education and Its Personnel: A Journal Interview"[4] Paul A. Olson makes it clear he does not approve of mobility. When asked "How should teacher training respond to nonmobility?" he replies, in part: "Our pressure ought to be on developing their analytical capacities within the specific environment in which they function and to stop teaching depreciation, rather than sending them off to get jazzed up with the latest culture in some other part of the country. The problem is to make school serve children and parents, to serve the political and social structure of the community. The question is not how much can the teacher change. The structure may already be forcing teachers into an intense understanding of school and community relationships." (page 227)

The second article has a more direct reference to the rural environment. Collins writes in "The Making of a Teaching Center" about the term, its purpose and function and cites a number of centers before presenting case studies of seven.[5] The first one is The Appalachian Training Complex, located in the Northwest region of North Carolina with its office at Appalachian State University, Boone, in Watauga County. Boone has increased in population from 3,686 in 1960 to 8,754 in 1970 and the county has a total population of 14,038. Collins states "The regions served are rural, isolated mountain school systems in western North Carolina."

The third article in recent issues of Journal of Teacher Education is one written by Coker, "Identifying and Measuring Teacher Competencies: The

Carroll County Project."[6] It is in the spring, 1976, issue. The project works with all Carroll County teachers. The county is about 40-50 miles west of Atlanta. Western Georgia College, established in 1933, with an enrollment of less than 5,000 students is located in Carrolltown the county seat. The entire county has a population of 45,404 in 1970 and Carrolltown a population of 13,520. This is a non-urban study which began in 1974 with a plan for identifying and measuring teacher competency areas and related teacher behaviors. It will also assess the extent to which the teacher behaviors affect student outcomes, as well as the extent to which they relate to the school goals and objectives. It will require many years of well planned studies to complete.

The last thirty-one issues of the second journal were reviewed, dating from September, 1971, to September-October, 1976. Each bimonthly issue of the Rural/Regional Education News contains several articles, along with reports and announcements. Programs for preparing rural educators are reported from: Indiana University, Bloomington,[7,8,9] University of South Dakota, Vermillion,[10] Brigham Young University, Provo, Utah,[11] Southern Illinois University, Carbondale,[12,13] and University of Tennessee.[14] In addition a teacher aide training program for rural schools at Eastern Washington State College, Cheney, is reviewed.[15] Two studies are mentioned, one is the 1936 classic "Practices and Trends in the Preparation of Teachers for Rural Elementary Schools in the State Teachers Colleges and Normal Schools" by William McKinley Robinson.[16] The other received the Outstanding Research in Rural Education award in 1975, "A Study of Rural Teachers and the Rural School as Perceived by School Administrators, Teachers, Parents, and Students" by Ivan D. Muse.[17]

Where are the colleges and universities located which are preparing future teachers?

The most recent available American Association of Colleges for Teacher Education listing of member colleges and universities was in the 1973 AACTE Directory. This issue included the names of 886 institutions. The states of Iowa, Kansas, Missouri, and Nebraska, all in U.S. Office of Education Region VII, have 92 members. The 1970 population for each of the places in which the college or university was located was used to place the institution in five population groups. These ranged from: Small Town, under 2,500; Large Town, 2,500 to 10,000; Small City, 10,000 to 50,000; Large City, 50,000 to 300,000; and Metro, over 300,000. The Official Associated Press Almanac 1975 also uses five classifications for its "Index of Colleges and Universities."[18] They are: Town, up to 25,000; Small City, 25,000 to 100,000; Medium City, 100,000 to 200,000; City, 200,000 and up; Residential (example Nebraska Wesleyan University, Lincoln, population 149,518); and Central City (example Creighton University, Omaha, population 346,929).

Table 1 shows the number and percent of the 1973 AACTE Members in each of the states of Iowa, Kansas, Missouri, and Nebraska, grouped by size of population. The number of metro areas over 300,000 are included with the large city group, 50,000 to 300,000. The type of institution, public or non-public, is also shown for each state. Among the 92 institutions, about one-third are in places of less than 10,000 people, one-third in places of 10,001 to 50,000; and a little more than one-third (41.3 percent) in places of 50,0001 or larger. The number of AACTE members in each state range from 15 in Nebraska to 32 in Missouri. Each state has far more non-public than public institutions belonging to AACTE, from 1.5 more in Nebraska to 7.3 more in Iowa. Within the four states 29.3 percent are public and 70.7 are

non-public. In each state the majority of the public supported institutions belonging to AACTE are located in non-urban areas, the places are from 10,001 to 50,000 or smaller. A good number, 13 or 14.3 percent of the AACTE members are located in towns with a population of less than 2,500, which the U.S. Census identifies as rural non-farm.

TABLE 1

Number and Percent of 1973 AACTE Members in Region VII
Grouped by Population of City
and Base of Support

Population Group	State: Iowa Pub.	Iowa Non-Pub.	Kansas Pub.	Kansas Non-Pub.	Missouri Pub.	Missouri Non-Pub.	Nebraska Pub.	Nebraska Non-Pub.	Grand Total No.	Grand Total %
City & Metro Over 50,000	0	10	1	2	6	13	2	4	38	41.3
Small City 10,001 to 50,000	3	1	5	8	5	3	1	2	28	30.4
Large Town 2,501 to 10,000	0	8	0	0	1	0	2	2	13	14.1
Small Town Under 2,500	0	3	0	4	0	4	1	1	13	14.1
Total	3	22	6	14	12	20	6	9	92	99.9
Grand Total (Percent)	25 (27.2)		20 (21.7)		32 (34.8)		15 (16.3)			
Total Public	27 (29.3)		Total Non-Public		65 (70.7)					

Are the present Laboratory Schools experimenting with curricula, teaching materials, and teaching methods, located in rural, non-urban, or in metropolitan places?

There are presently 108 laboratory schools in the United States which include three or more grades and enroll more than 50 students according to a 1976 study made by Duea.[19] Most of them, 82 percent, are public and 47, or 43.5

percent, of the total are public and located in places with a 1970 population of between 10,001 and 50,000. Table 2 also shows that the majority of the non-public laboratory schools (8 of the 19) are located in metropolitan places with a population of 50,000 to 300,000. The very largest metro centers, places over 300,000 have 10 or 9.3 percent of the total number and 4 or 3.7 percent are located in towns with less than 2,500 people.

TABLE 2

Number of Laboratory Schools Operating in USA in 1975-76
Grouped by Size of City and Base of Support*

Population Group	Public	Non-Public	Total	Percent
Metro Over 300,000	7	3	10	9.3
Large City 50,001 to 300,000	14	8	22	20.4
Small City 10,001 to 50,000	47	3	50	46.3
Large Town 2,500 to 10,000	19	3	22	20.4
Small Town Under 2,500	2	2	4	3.7
Grand Total (Percent)	89 (82.4)	19 (17.6)	108	100.0%

*Data supplied by Dr. Jerry Duea from Appendix F. "Laboratory Schools in the United States Encompassing Three or More Grades and Enrolling more than Fifty Pupils" (Ph.D. Thesis, 1976)

Region VII of the U.S. Office of Education has within its four states 9 laboratory schools, or 8.3 percent of the national total. Iowa and Kansas each have one and Missouri has seven. The total number of AACTE member institutions in these four states is 92 or 10.4 percent of the 1973 national

membership of 886. Two of the nine laboratory schools are located in places with a population of 50,000 or more, and five in places of 10,001 to 50,000, with the remaining two having their post office address in a place with a population of 10,000 or fewer people. The Laboratory Schools connected with AACTE member institutions across the nation as well as in Region VII are located in rural and non-urban places of less than 50,000 people, 70.4 percent of the nation and 77.7 percent of Region VII.

What kinds of special programs are available from AACTE member colleges for educators who wish to work in non-urban or urban schools?

The non-urban area and more specifically, the rural places include many schools, and all need teachers and administrators. Sometimes quality is confused with quantity. Simply because a house has more square feet, a university has a larger enrollment, or a school offers more courses, this does not automatically mean that the house, the university, or the school is better than the smaller ones. One small indication that quality of education is found in a range of environments and sizes of schools, is shown by the membership breakdown of high schools belonging to the North Central Association of Schools. The 1975 NCA Annual Report reports that in the 19 states 31.9 percent of the NCA secondary school members have fewer than 500 students while the four Region VII states have 50.7 percent of their member schools with that size enrollment.[20] About one-fourth of the NCA member high schools had enrollments over 1,500 compared with 15 percent of the member high schools in Region VII. Enrollment sizes of NCA member high schools in Region VII states are shown in Table 3 of this paper.

The 1975 NCA Annual Report also shows that 38.17 percent of the member high schools are located in small towns (under 5,000) and in rural demographic settings. The Region VII four states' total in these locations is 45.35

percent. In summary the NCA table clearly indicates that in Region VII there is a larger percent of NCA member high schools with enrollments of fewer than 500 students and schools located in towns of less than 5,000 population than in the total 19 state member groups.

TABLE 3

Number of Member High Schools in 1975
of the North Central Association
Grouped by Size in Four States in USOE Region VII

Area	Enrollment Size						Total
	Under 200	200 to 499	500 to 999	1000 to 1499	1500 to 1999	Over 2000	
All 19 States	201	1000	1111	587	439	416	3,763
Percent	5.3	26.6	29.5	15.6	11.7	11.1	99.8
Iowa	9	88	53	20	15	5	190
Kansas	26	80	33	18	9	8	174
Missouri	11	32	56	29	30	24	182
Nebraska	24	84	21	8	9	5	151
Sub-Total	70	284	163	75	63	42	697
Percent	10.0	40.7	23.4	10.8	9.0	6.0	99.9

What kinds of programs are available in USOE Region VII AACTE member colleges and universities for students interested in preparing themselves specifically for a rural non-urban position or for a urban and metro position school? A random sample, every other institution listed alphabetically in the four states, was selected. These 46 colleges and universities were mailed a one-page letter questionnaire in late September, 1976. By the middle of November, 1976, replies had been received from 28 or 60.9 percent of the sample.

The detailed report of the returns, shown in Table 4, indicates that in three of the four states the returns exceeded 50 percent of the random sample. The returns were also well distributed by size of the population of the place of the institution. All three: metro, over 50,000; city, 10,001 to 50,000; and town, less than 10,001 were represented by responses from more than 50 percent of the random sample.

TABLE 4

Number and Percent of 1973 AACTE Members in USOE Region VII
Responding by States and by Population of Place
To A Random 50 Percent Sample

State	Total	Sample	Return	Percent Return
Iowa	25	13	11	84.6
Kansas	20	10	5	50.0
Missouri	32	16	7	43.8
Nebraska	15	7	5	71.4
Total	92	46	28	60.9

Pop. of Place	Total	Sample	Return	Percent Return
Metro & City Pop. Over 50,000	36	20	11	55.0
Small City 10,001 to 50,000	29	16	10	62.5
Large Town Less Than 10,001	26	10	7	70.0
Total	92	46	28	60.9

The letter-questionnaire asked six questions and they will form the major points to answer specifically "What kinds of special programs are available for educators who wish to work in non-urban or urban schools in the four states of U.S.O.E. Region VII?"

1. What courses are required or highly recommended to help students become teachers in the larger city and metro area? (places over 100,000)

		Number	Percent
a.	None, all general courses	18	64.3
b.	One elective	1	3.6
c.	Two or more electives	2	7.1
d.	One course required	2	7.1
e.	Urban Program or two plus courses required	5	17.9
		28	100.0

2. What courses are required or highly recommended to help students become teachers in the rural areas and small towns (places under 5,000)?

		Number	Percent
a.	None, all general courses	19	67.9
b.	One elective	0	0
c.	Two or more electives	5	17.9
d.	One course required	2	7.1
e.	Rural Program or two plus courses required	2	7.1
		28	100.0

3. How many of your students are enrolled in student teaching in an academic year? Twenty-seven replies were received (one left it blank) and the number of student teachers ranged from 20 to 900. The total number of each state, based upon the replies, was: Iowa 1,745; Kansas 794; Missouri 2,283; and Nebrasks 1,085, making a grand total of 5,907. This came to an average of 218.8 for each of the 27 replies. Table 5 shows how misleading this average is because of the differences between the enrollments reported by the public when compared with the non-public AACTE member colleges and universities. The ten reporting public institutions averaged 458 students and the 17 reporting non-public institutions averaged 78 student teachers per year. This table also indicates a much higher proportion of the public institutions, 10 of 13, compared to 17 of 33 non-public institutions answered this question and the survey.

TABLE 5

Range in Numbers of Student Teachers
Reported by Sample of 1973 AACTE Members
in USOE Region VII, By Public and Non-Public Institutions

Number of Student Teachers	Public	Non-Public
Blank	1	
0 - 50		5
51 - 100		6
101 - 150		6
151 - 300	3	
301 - 500	3	
501 - 700	2	
701 - 900	2	
Total	11	17
Institutions in sample not responding	2	16
Range of number of student teachers	160 to 900	20 to 150
Mean number of student teachers	458	78

4. Last year what percent of the student teachers were located in towns and cities with differing population sizes?

Twenty-six of the 28 colleges and universities placed 50 percent or more of their student teachers within the three population groups shown in Table 6. Four of the 26, 15.4 percent, sent the majority of their student teachers to schools in small towns of less than 5,000. Eleven others, or 42.3 percent, placed half or more of their student teachers in schools in cities and metro areas of at least 50,000 people. The same number and percent, 11 and 42.3, were locating the majority of their teachers in the larger towns and cities with 1970 populations between 5,001 and 50,000. Generally the percent of student teachers in cities and metro areas was slightly higher than the

proportion of colleges and universities found in such population size places. Just 58.6 percent of the AACTE member colleges were located in places with fewer than 50,000 people and 57.7 percent of these institutions had 50 percent or more of their student teachers located in schools in places with less than 50,000 people.

TABLE 6

Number of Colleges Reporting 50 Percent or More of Student Teachers in Various Population Centers

Population Centers	Number of Institutions With Percent of Students in the Centers				Total
	50 - 65	66 - 75	76 - 90	91 - 100	
Places up to Small Towns of 5,000	1	1	1	1	4
Larger Towns and Cities 5,001 to 50,000	8	1	1	1	11
Larger Cities and Metro Over 50,001 to Over 500,000	2	1	2	6	11
					26

5. At the graduate level what major or minors are offered to prepare administrators, supervisors, or teachers for work in the inner city?

	Number	Percent
a. No graduate programs	15	53.6
b. None	9	32.1
c. Electives only	3	10.7
d. Program	1	3.6
	28	100.0

6. At the graduate level what majors or minors are offered to prepare administrators, supervisors, or teachers for work in the rural areas and small towns?

	Number	Percent
a. No graduate programs	16	57.1
b. None	9	32.1
c. Electives only	2	7.1
d. Program	1	3.6
	28	100.0

Summary and Conclusion

In the last 10 years a case has been made for a teacher education program for the rural minority. Only a few places have or have had such programs and they are mainly in widely scattered state universities. Some of these are Appalachian State University, Boone, North Carolina; Indiana University, Bloomington; Brigham Young University, Provo, Utah; University of South Dakota, Vermillion; University of Tennessee, Knoxville; and Southern Illinois University, Carbondale.

A survey of the accredited teacher education centers in the Region VII states of Iowa, Kansas, Missouri, and Nebraska revealed that 41 percent of the 92 were located in cities of 50,000 or more people. About one out of seven were in rural non-farm places of less than 2,500. In these same states 45 percent of the NCA accredited high schools are located in a rural area and in towns with a 1970 population of under 5,000.

A random sample of half of the institutions was answered by 60 percent and revealed the public institutions (10 of 13 replying) averaged 458 student teachers each year and the non-public AACTE member institutions (17 of 35 replying) had an average of 78 student teachers, annually. Four institutions reported a required course or program to prepare teachers for working in the rural areas and small towns (places under 5,000) compared with seven (or 25 percent) which reported a required course or program in Urban Education. Many fewer of these colleges and universities have graduate programs. Only 3 or 10.7 percent reported a graduate program for rural areas and 4 or 14.3 percent for the urban or inner city areas. The specific electives, required courses, or programs to prepare teachers, administrators, and supervisors for inner city and urban education as well as for small town (under 5,000) and rural

education are listed in Appendix A, following the References. They came from ten institutions in four states. The letter-questionnaire used in the study is Appendix B.

References

1 Pankratz, Roger. "Teacher Education Today: A Case for the Rural Minority." Journal of Teacher Education (Summer 1975): 107-108.

2 Tanner, James R. "Teachers for Urban Schools." Journal of Teacher Education (Summer 1975): 105-106.

3 Berger, Michael L. "Why Not Specialist in Suburban Education?" Journal of Teacher Education (Winter 1973): 285-287.

4 Burdin, Joel L. and Paul A. Olson and Uan Pieper and Lawrence D. Freeman. "Community-Based Education and Its Personnel: A Journal Interview." Journal of Teacher Education (Fall 1974): 224-233.

5 Collins, James F. "The Making of a Teaching Center." Journal of Teacher Education (Spring 1974): 13-20.

6 Coker, Homer. "Identifying and Measuring Teacher Competencies: The Carroll County Project." Journal of Teacher Education (Spring 1976): 54-56.

7 Clark, James M. "Strengthening the Education Profession Through Local Involvement in Student Teacher Programs." REA News (March-April 1975): Vol. 27, No. 1.

8 Hayes, Susan. "I.U.'s Rural Education Center and Program at Loogootee, Indiana." REA News (November-December 1974): Vol. 26, No. 6.

9 Clark, James M. "Rural Education Center Project in Indiana." REA News (September-October 1973): Vol. 25, No. 5.

10 Huber, Joseph and Norman Ward. "U.S.D.'s New Rural Community Education." REA News (September 1974): Vol. 26, No. 5.

11 Muse, Ivan D. "The B.Y.U. Provo, Rural Teacher Education Training Program." REA News (November-December 1974): Vol. 26, No. 6.

12 Swick, Kevin and R. Kim Diggers. "Planning for In-Service Education In Rural Schools: A Developmental Model." REA News (January-February): Vol. 27, No. 1.

13 Swick, Kevin. "The Rural and Small School: From Behind the Teacher's Desk." R/REA News (May-June 1976): Vol. 28, No. 3.

14 Butefish, William L. "Rural Schools: Fertile Fields For Teacher Education." R/REA News (September-October 1976): Vol. 28, No. 5.

15 Shaw, Alice. "Teacher Aide Training for Rural Schools in Washington State." REA News (November-December 1973): Vol. 25, No. 6.

16 Robinson, W.M. "Practices and Trends in the Preparation of Teachers for Rural Elementary Schools in the State Teachers Colleges and Normal Schools." REA News (September-October 1975): Vol. 27, No. 5.

17 Muse, Ivan and Robert Parsons. "A Study of Rural Teachers and the Rural School as Perceived by School Administrators, Teachers, Parents, and Students." REA News (November-December 1975): Vol. 27, No. 6.

18 The Official Associated Press Almanac 1975, published by Hammond Almanac, Inc., Maplewood, New Jersey. pp. 738-756. Index of U.S. Colleges and Universities 1973/1974.

19 Duea, Jerry. "An Assessment of Provisions for Practical Teacher Education Experiences and Research in Public, Private, and Laboratory Schools." Unpublished Ph.D. thesis, Iowa State University, Ames, Iowa, 1976.

20 North Central Association Quarterly, Vol. 50, No. 1, Summer 1975, 5454 South Shore Drive, Chicago, Illinois 60615, pp. 223, 224.

Appendix A

Specific Electives, Required Courses, or Programs to Prepare Teachers, and Administrators for Inner City or Urban Education and for Small Town (under 5,000) or Rural Education in Region VII States Based on a 50 percent Sample with 60 percent responding, answers coming from 28 of the total 92 Institutions.

Iowa

Central College, Pella 50219

Urban Term - 10 week experience in Chicago is recommended.

University of Northern Iowa, Cedar Falls 50613

Field Experience in Urban Education: Educating Disadvantaged Children and Youth; Urban Geography; and Urban Sociology.

Rural Sociology; Rural Location and Land Use; for undergraduates and graduates. 15 hour Program Certificate for Grads called "Small Town - Non-Urban Education" available after fall, 1976.

Kansas

Bethel College, North Newton 67117

Students may enroll in CUTE (Cooperative Urban Teacher Education Project) for 14 credit hours, including student teaching, at Wichita.

Kansas State College of Pittsburg 66762

We participate in Multi-Institutional-Teacher-Education-Center in both Kansas City and Wichita.

Missouri

Avila College, Kansas City 64145

C.U.T.E. (Cooperative Urban Teacher Education)

Northwest Missouri State University, Maryville 64468

For those interested in large city and metro areas: "Inner City Student Teaching" For small town and rural: "Indian Reservation Student Teaching"

University of Missouri - St. Louis 63121

At graduate level, offer "Development and Organization of Urban School Systems" and "Teaching Reading in the Inner City"

Nebraska

Creighton University, Omaha 68131

The Teacher and Disadvantaged Youth

At graduate level may set up administrative field experience for either Urban or Rural emphasis

Nebraska Wesleyan University, Lincoln 68504

"Urban Education" or "Education and Minority Cultures," two two-hour courses. Encourage students to enroll in C.U.T.E., a 14 semester hour program at Wichita, for metro teaching.

University of Nebraska, Lincoln 68508

Courses in Minority Education, Multi-cultural Education. Have minor in Multi-Cultural Education

Practicum - one course in Rural Education

May specialize at graduate level by setting up programs in Urban or in Rural areas.

Appendix B

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Educational
Psychology and Foundations
AREA 319 273-2694

Dear A.A.C.T.E. Coordinator:

Since UNI has had a long time membership in AACTE, is located in a metropolitan county with a population over 130,000, and has a traditional tie to the rural education, I'm bold enough to ask you, as well as us, "What ways are your graduates specifically being prepared to work in schools located in these extreme kinds of communities?"

This letter is being sent to only a sample of AACTE Member Schools in Region VII, so I do hope you will respond.

1. What courses are required or highly recommended in your college or institution to help students become teachers in the larger city and metro area? (places over 100,000)

2. What courses are required or highly recommended in your college or institution to help students become teachers in the rural areas and small towns? (places under 5,000)

3. How many of your students are enrolled in student teaching in an academic year? _____

4. Last year what percent of the student teachers were located in:

_____ Places under 2,500

_____ Small towns between 2,500 and 5,000

_____ Larger towns between 5,000 and 25,000

_____ Small cities between 25,000 and 50,000

_____ Cities between 50,000 and 100,000

_____ Larger cities between 100,000 and 500,000

_____ Urban areas over 500,000

_____

Total - 100 percent

(over)

5. At the graduate level what majors or minors are offered to prepare administrators, supervisors, or teachers for work in the inner city?

6. At the graduate level what majors or minors are offered to prepare administrators, supervisors, or teachers for work in the rural areas and small towns?

When you return this sheet you indicate your interest in receiving a short summary of the replies. Sorry I can't find any money to send you a stamped envelope, hope your office can supply that.

Sincerely yours,

William H. Dreier
Professor of Education

Return to:

Dr. William H. Dreier
Professor of Education
505 Education Center
U.N.I., Cedar Falls, Ia. 50613